R E P O R T R E S U M E S

ED 019 145 RC 000 203

DROP-OUTS IN SMALL SCHOOLS.
TEXAS SMALL SCHOOLS PROJECT, AUSTIN

PUB DATE JAN 65

EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS- *DROPOUTS, DROPOUT RESEARCH, DROPOUT IDENTIFICATION, DROPOUT PREVENTION, DROPOUT RATE, *SMALL SCHOOLS, DROPOUT ATTITUDES, DROPOUT PROBLEMS, MARITAL STATUS, POTENTIAL DROPOUTS, RURAL DROPOUTS, SCHOOL HOLDING POWER,

A THREE YEAR STUDY, WHICH WAS MADE OF DROPOUTS IN 49 SMALL SCHOOLS PARTICIPATING IN THE TEXAS SMALL SCHOOLS PROJECT, WAS MADE TO DETERMINE THE NUMBER OF DROPOUTS, THEIR AGE, GRADE, SEX, AND REASON FOR DROPPING OUT. THREE FIGURES AND THREE CHARTS SUMMARIZE THE RESULTS. THE STUDY REVEALED THAT (1) MORE MALES DROPPED OUT THAN FEMALES, (2) THE AVERAGE AGE FOR DROPOUTS WAS 16, (3) DROPOUTS BEGIN TO OCCUR AT THE JUNIOR HIGH SCHOOL LEVEL, REACHING A MAXIMUM IN GRADE 10, AND (4) THE PRIMARY REASON FOR FEMALE DROPOUTS WAS MARRIAGE, WHILE THERE APPEAR TO BE A COMBINATION OF REASONS FOR MALE DROPOUTS, INCLUDING LOW SCHOLASTIC ABILITY, PARENTAL ATTITUDES, RETARDATION, AND DISSATISFACTION WITH SCHOOL. RECOMMENDATIONS OF THE STUDY INCLUDE--(1) DEVOTE MORE TIME AND STUDY TO THE DROPOUT PROBLEM, (2) IN SELECTED CLASSES OR SPECIAL PROGRAMS, INCLUDE GUIDANCE FOR FEMALES IN MARRIAGE FACTORS, (3) EXAMINE THE CURRICULUM TO DETERMINE WHAT MIGHT BE OFFERED POTENTIAL DROPOUTS TO GIVE THEM AN OPPORTUNITY TO SUCCEED, AND (4) EVALUATE THE PROCEDURES FOR PROMOTING AND RETAINING STUDENTS. (RB)

ED019145

DROP-OUTS IN SMALL SCHOOLS

In January 1964, a study was made of drop-outs in 49 small schools participating in the Texas Small Schools Project. Some people seem to feel that we have very few drop-outs in small schools, and there is a lack of information on the students that do drop-out. The purpose of the survey was an attempt to gain information on drop-outs in small schools in relation to number, age, sex, and grade. The method used to obtain the information was to send questionnaires to the 84 schools participating in the Texas Small Schools Project; however, only 58% of the questionnaires were completed and returned.

The instrument was designed to determine the number of drop-outs for the past five years, their age, grade, sex, and the reason for their dropping out. Examination of the results revealed that it was only for the past three years, 1960-61, 1961-62, and 1962-63, that there was sufficient information for consideration. The information was recorded by the administrators from each school, and the administrators' information was obtained from school records and/or their personal knowledge of the drop-outs.

The results of the study are contained in Figures 1, 2, and 3, and Tables I, II, and III.

Figure 1 presents the grade levels given most frequently for drop-outs during the 3 year period studied. The percentages for each sex is taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs.

Grade Levels Given Most Frequently For Drop-Outs

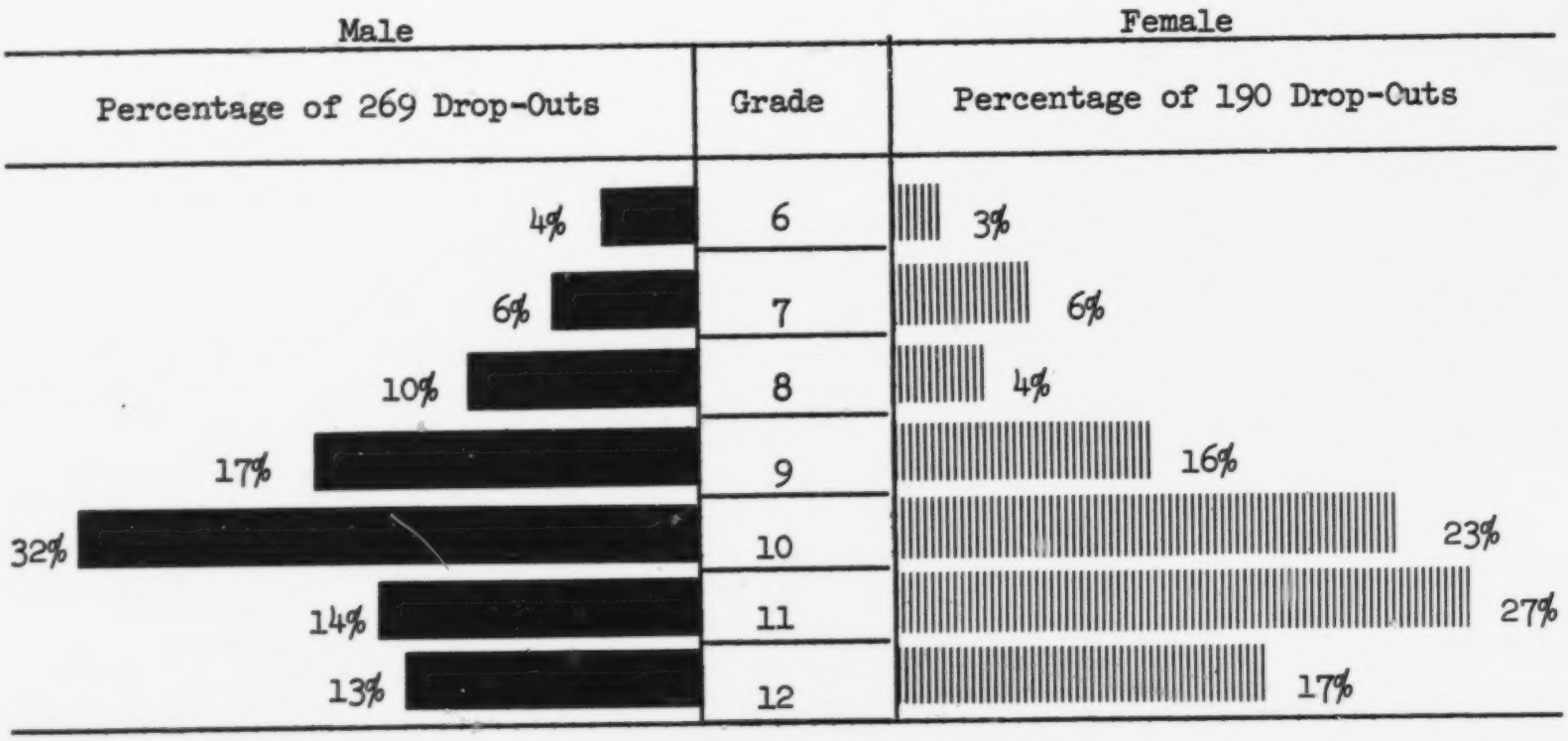

Figure 1

RC000203

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As can be seen in Figure 1 the highest percentage of males, 32%, dropped out in the 10th grade, and the second highest percentage, 17%, dropped out in the 9th grade. Grades 11 and 12 had about the same percentage of drop-outs.

Figure 1 shows the highest percentage of females, 27%, dropped out in the 11th grade, and the second highest percentage, 23%, dropped out in the 10th grade. Grades 9 and 12 had about the same percentage of drop-outs.

Table I (page 3) refers to the number of drop-outs by grade, year, and sex for the 3 year period studied and reveals the following:

1. Only a small number of drop-outs occurred in the elementary grades, but the number began to increase at the 6th grade level and reached a maximum in grade 10.

2. In the secondary school a total of 26 males dropped out in grade 8, 45 in grade 9, 85 in grade 10, 47 in grade 11, and 34 in grade 12.

3. The total number of male drop-outs has been decreasing slightly during the last 3 years. In 1960-61 there were 101 males who dropped out, but in 1961-62 there were 97, and there were 71 in 1962-63.

4. A total of 8 females dropped out in grade 8, 30 in grade 9, 44 in grade 10, 51 in grade 11, and 33 in grade 12.

5. The total number of female drop-outs has also been decreasing during the last 3 years. In 1960-61 there were 70 female drop-outs, and in 1961-62, there were 66 and 54 in 1962-63.

6. In the past 3 years 269 males and 190 females dropped out making a total of 459 or 1.5% out of an enrollment of 30,984. This finding is consistent with the literature which indicates that more males drop out than females.

7. The greatest number of drop-outs, 171, occurred during the 1960-61 school year. The total enrollment increased each year while the total number of drop-outs appears to have decreased. There is no valid explanation for this decrease in the number of drop-outs; however, we can assume there were some limitations to the instrument used or we might like to assume that the increasing concern with drop-outs may be bringing good results.

Figure 2 portrays the ages given most frequently for drop-outs. The percentages for each sex are taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs.

As can be seen in Figure 2, the highest percentage of males, 36%, who dropped out was at age 16, and the second highest percentage, 21%, was at age 17. About the same percentage dropped out at ages 15 and 18.

TABLE I

NUMBER OF DROP-OUTS

Grade	1		2		3		4		5		6		7		8		9		10		11		12		
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Year 1960 1961								1	1		4	2	8	5	9	2	18	15	31	16	18	17	12	12	1
1961 1962					2				2	2	2	4	6	6	11	4	13	7	35	16	14	17	12	10	
1962 1963	1	1								2	4		2	1	6	2	14	8	19	12	15	17	10	11	
TOTAL	1	1			2			1	3	4	10	6	16	12	26	8	45	30	85	44	47	51	34	33	

NOTE:

M (Male)
F (Female)

F DROP-OUTS

11		12		Total		Total	Total	Per Cent of Drop-Outs		Total
M	F	M	F	M	F	Drop-Outs	Enrollment M & F	M	F	Per Cent of Drop-Outs
18	17	12	12	101	70	171	10,201	1	.7	1.7
14	17	12	10	97	66	163	10,313	1	.6	1.6
15	17	10	11	71	54	125	10,467	.7	.5	1.2
47	51	34	33	269	190	459	30,984	.9	.6	1.5

As illustrated in Figure 2, the highest percentage of females, 31%, who dropped out was at age 17, and the second highest percentage, 30%, was at age 16. The percentage, 13%, at age 15, is slightly more than the percentage, 10%, at age 18.

Ages Given Most Frequently For Drop-Outs

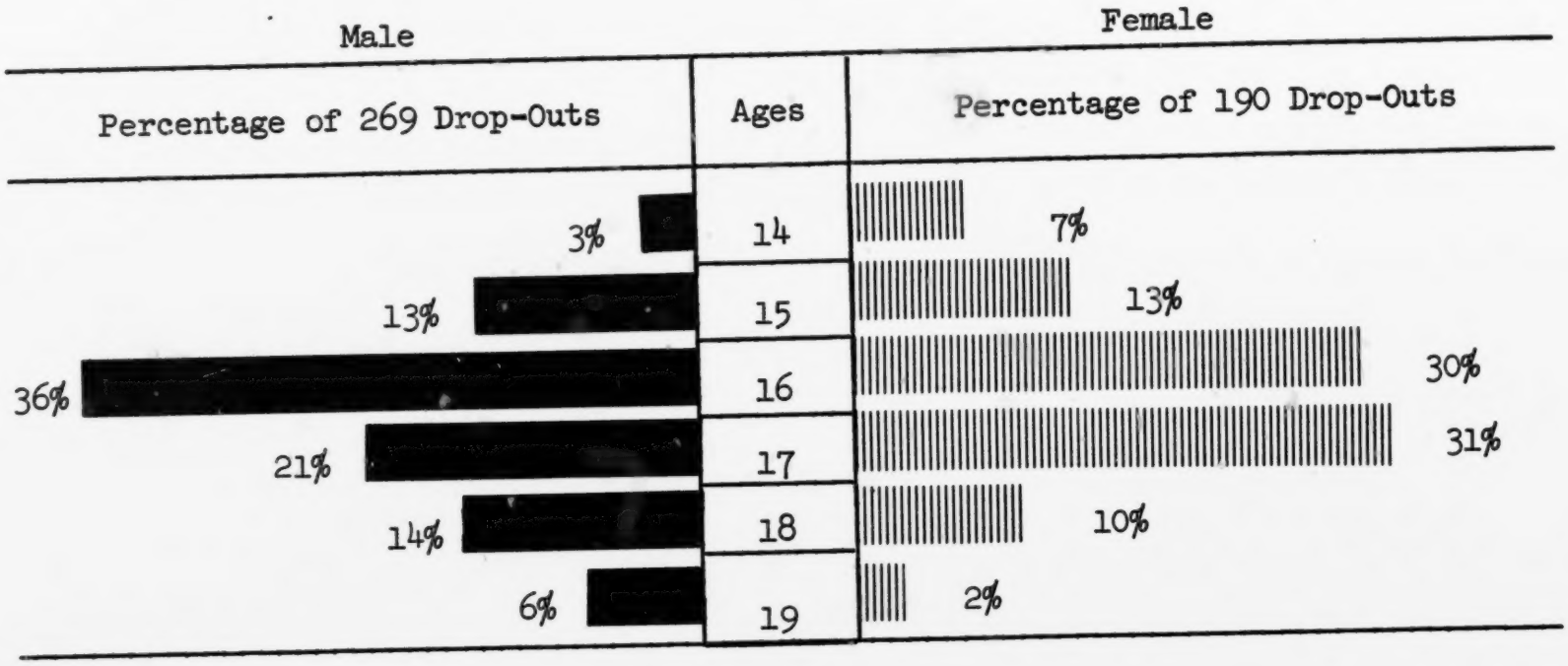

Figure 2

Table II (page 5) presents the distribution of drop-outs according to age, sex, year and grade for the 3 year period studied. Examination of this table reveals that:

1. There were fewer drop-outs in the ages 6-13 and only 3 between the ages of 6 and 11.

2. More students began to drop-out at age 14.

3. More students, male and female, for the 3 years studied, dropped out at ages 16 and 14.

4. The average age for males was 16.1, and the average age for females was 15.8. The average age for all drop-outs, male and female, was 16.

5. It is interesting to note that at the various grade levels there were 20 drop-outs who were 19 years old. A question might be asked as to why these students reached the age of 19 before dropping out. Where these students still struggling to finish school?

Figure 3 illustrates the reasons given most frequently by administrators for drop-outs. The percentages for each sex are taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs.

TABLE II

Grade	1						2						3						4				5									
Years	1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961	
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Ages 6					1																											
7																																
8						1+																										
9																																
10																																
11																									1							
12															1				1+								1					
13															1												1	2+		1+	1	
14																													1+			1+
15																															1	1+
16																															2	
17																																
18																																
19																																
20																																
*																																

NOTE:
1961 (1960-61 school yea
1962 (1961-62 school yea
1963 (1962-63 school yea

AGES OF DROP-OUTS

6				7						8						9						10						11											
1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
					1+		1+																															
	1+					1				1																											
	2+			1	2+	1	1+			1	1+	2		1		2	2+		1+		2+							1									
	1+	1		3	1+	2	3+			3		2			1+	5	1+	3	4+	2	3+	4	2+	7	4+	1	3+	1	1+			1					
2		3		4		2	1+	1	1+	3	1+	5	1+	5	1+	8	7+	8	1+	9	1+	18	3+	13	8+	8	5+	5	8+	1	6+	1	10+		1+			
					1+			1		1		1	1+			3	4+	2		3	2+	7	10+	7	4+	6	3+	6	7+	5	7+	7	6+	4	6+			
																			1+			1	1+	5		2	1+	2	1+	6	5+	6		4	4+			
											1													2				1		2			1+	4	1+			
																	1+					1															
											2+													1		2		2			1+							

ar) * (no ages given) + (after each number + represents
ar) M (Male) the number of females)
ar) F (Female)

	10						11						12						Total for Each Year						Total for 3 Years		Total M & F
	1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
																							1		1		1
																							1+			1+	1
																			1						1		1
																				2+	2			1+	2	3+	5
																			2		3	3+		1+	5	4+	9
+|							1												5	6+	3	4+	1	3+	9	13+	22
+	4	2+	7	4+	1	3+	1	1+			1								17	6+	14	12+	5	7+	36	25+	61
+	18	3+	13	8+	8	5+	5	8+	1	6+	1	10+		1+		2+			40	20+	31	19+	27	18+	98	57+	155
2+	7	10+	7	4+	6	3+	6	7+	5	7+	7	6+	4	6+	2	2+	2	5+	21	28+	17	14+	19	16+	57	58+	115
	1	1+	5		2	1+	2	1+	6	3+	6		4	4+	5	5+	6	3+	7	6+	10	9+	14	4+	37	19+	56
			2				1		2			1+	4	1+	5	1+	2		5	1+	10	1+	2	1+	17	3+	20
	1																	2+	$\frac{1}{2}$	1+				2+	1	3+	4
			1		2		2			1+								1+			1	3+	2	1+	5	4+	9

One can see from Figure 3 that no one reason really stands out as being the dominate reason given for the male drop-outs but a combination of reasons.

Of the reasons reported most frequently for male drop-outs, 14% was attributed to low scholastic ability, 12% to parental attitude, 10% to retardation and 10% to dissatisfaction with the school.

Examination of Figure 3 reveals that the greatest single reason given for female drop-outs was marriage.

Reasons Given Most Frequently By Administrators For Drop-Outs

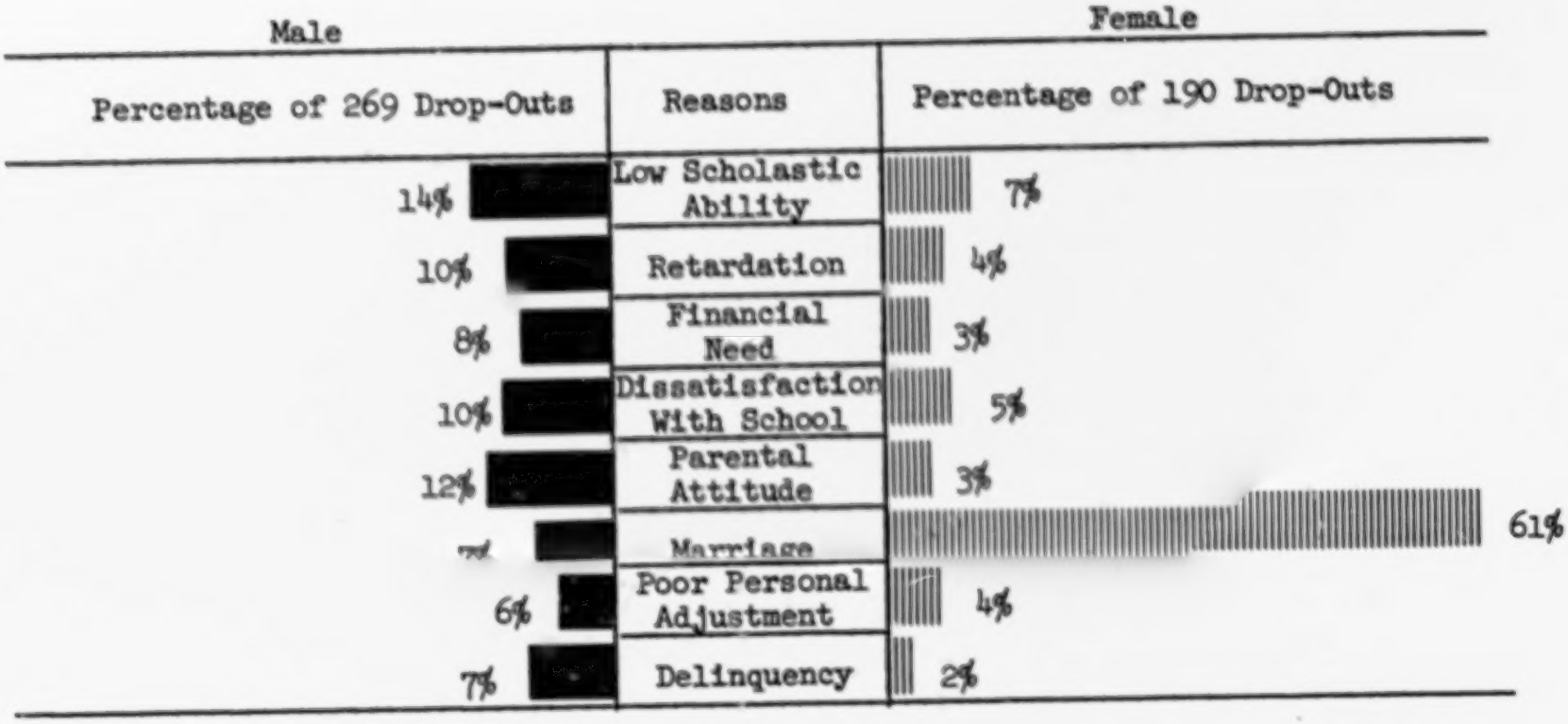

Figure 3

Table III (page 7) presents the reasons given by administrators for drop-outs by grade, sex, and year for the 3 year period. The administrators were instructed to use one reason or a combination of reasons for drop-outs.

Examination of Table III reveals that:

1. One hundred fifteen females dropped out primarily for marriage, and the greatest number, 40, occurred in the 11th grade.

2. Twenty-eight marriages occurred in the 12th grade, 24 in the 10th, 15 in the 9th and 5 in the 8th. Most of the marriages, 40, occurred during the 1961-62 school year; however, the marriages occurring in all years are about the same. Thirty-eight marriages occurred in the 1960-61 school year and 37 in the 1962-63 school year.

TABLE III

Grade	1						2						3						4						5				
Years	1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Reasons 1																										1			
2																													
3																													
4																										1-			
5																													
6																										1-			
7																													
8															1					1+								1+	
9																													
10																													
11					1	1+																			1				
12															1														
13																										1			
14																													
15																													
16																													
17																													
18																													
19																													

NOTE:
Reasons:

1-Low Scholastic Ability
2-Low Reading Ability
3-Inadequate Curriculum
4-Retardation
5-Dislike For Teachers
6-Financial Need
7-Dissatisfaction With The School
8-Parental Attitudes
9-Frequent Transfer From Schoo
10-Marriage
11-Poor Health
12-Poor Personal Adjustment

REASONS GIVEN BY ADMINISTRATORS FOR DROP-OUTS

6								7								8								9								10								1
1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		1961		19
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
					1+	1 1-		1 2-	1+	3	1+		1+	1		1	1+	1		1- 1	3+	5	2+	1-	1+	6 1-	1+	6 1-		2-	1-	2 1-		3
			1+					1												1				2-		1 1-		1						1-
		1				1		2 1-				2		2		1-		3		3 1-	1+	1 1-	1+	1 1-	1+	2	2+	3		1-	1-	1	1+	1
																		1-						1				1-		1		1-						
										1-	1+					2	1+				1+			1 2-		1	1+	6		3 2-		1-	1+	1
										1				1 1-				1-		2 1-	3+	3		1 1-		6	1+ 1-	2 1-	2+	3 1-	2-	2 2-	1+	1
		1				1+	1-	1 2-		1-	1+			2 1-		3 1-		1 1-		3 2-		1 1-				7 2-	1+	5		3	1-	1 1-	1+	1
						1-														1				2		1		1				1						
	1+		1+		2+	1									1+		2+		1+		6+		3+	1	6+	2	8+	2 1-	11+	1	5+	2	12+	4
	1+									1					1+				1+									1	1+	1-	1+				
									1+		1+									1-		1	1+	1-		2		3 2-	1+	3 1-	1+	1 2-	1+	1-
		2		1		1-		2						2		3				4				1 4-			1-	1	1+		2+ 1-	1		1 1-
																				1		1				1	1+			1		2 1-		1
																										1		1										
																												1										
											1+					1																							
									2+		1+									1+																			

1961 (1960-61 school year) 1962 (19
M (Male) F (Female) + (after each
- (after each number - represents th
or more other reasons) In the Tot
the numbers above the line in the re
reason was used singly, and the num
times the reason was used in a combi

hool To School
13-Delinquency
14-Join Armed Forces
15-Disciplinary
16-Physical Disability
17-Death Of Father
18-Mental Illness
19-No Reason Given

9			10						11						12							
62	1963		1961		1962		1963		1961		1962		1963		1961		1962		1963		Total	Total for 3 Years
F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M & F	
2+	1-	1+	6 1-	1+	6 1-		2-	1-	2 1-		3	1-	2 2-		2	1+	2		1 1-		38 13-	13+ 2-	51 15-	66
	2-		1 1-		1						1-	1-	1-						1-		4 6-	1+ 1-	5 7-	12
													1-								0 1-	0 0	0 1-	1
1+	1 1-	1+	2	2+	3		1-	1-	1	1+	1		1		1				2	1+	27 7-	7+ 1-	34 8-	42
	1				1-		1		1-				2 1-		1		1				6 4	0 0	6 4	10
	1 2-		1	1+	6		3 2-		1-	1+	1		3 1-	1+	1		2		1	1-	21 8-	6+ 1-	27 9-	36
	1 1-		6	1+ 1-	2 1-	2+	3 1-	2-	2 2-	1+	1		1-		2	1+			2 2-	1+	26 11-	9+ 3-	35 14-	49
			7 2-	1+	5		3	1-	1 1-	1+	1	1-	2-		1		1 1-			1-	32 16-	6+ 3-	38 19-	57
	2		1		1				1												6 1-	0 0	6 1-	7
3+	1	6+	2	8+	2 1-	11+	1	5+	2	12+	4	12+ 1-	1	16+	2	10+	2	10+	1	8+	19 1-	16+ 1-	135 2-	137
					1	1+	1-	1+									1				5 1-	6+ 0	11 1-	12
1+	1-		2		3 2-	1+	3 1-	1+	1 2-	1+	1-	1+	1		2		1		1 2-		16 10-	7+ 0	23 10-	33
	1 4-			1-	1	1+		2+ 1-	1		1 1-						1-				19 7-	3+ 2-	22 9-	31
			1	1+			1		2 1-		1						1				8 1-	1+ 0	9 1-	10
			1		1																2 0	0 0	2 0	2
					1																1 0	0 0	1 0	1
													2								2 0	0 0	2 0	2
																					1 0	1+ 0	2 0	2
												2+									0 0	6+ 0	6 0	6

1961 (1960-61 school year) 1962 (1961-62 school year) 1963 (1962-63 school year)
M (Male) F (Female) + (after each number + represents the number of females
- (after each number - represents the reason was used in a combination with one or more other reasons) In the Total M & F Column and Total for 3 Years Column the numbers above the line in the reason column represent the number of times the reason was used singly, and the numbers below the line represent the number of times the reason was used in a combination with one or more other reasons.

It is interesting to note that 4 marriages occurred in grades 5 and 6. The question could be asked as to why these girls got married in these grades. Were these girls too old to remain in school, or were there other reasons such as dissatisfaction with school, dislike for teachers, an inadequate curriculum, or too little concern for them.

3. Thirty-eight males dropped out because of low scholastic ability. Twelve of these drop-outs occurred in the 10th grade and 7 occurred in the 11th grade. Five dropped out for this reason in grades 9 and 12.

4. Twenty-one dropped out during the 1961-62 school year while 12 dropped out in 1960-61 and 5 in 1962-63.

5. Another primary reason given for males dropping out was parental attitude, with 32 dropping out for this reason. Fifteen of these students dropped out in the 10th grade, while a smaller number dropped out in grades 8, 9, 11, and 12. Sixteen of the students dropped out during the school year 1960-61, with 12 dropping out in 1961-62 and 4 in 1962-63.

SUMMARY

Information was needed on drop-outs in small schools, and a study was conducted by obtaining available information from administrators of small schools. For the past 3 years, out of an enrollment of 30,984, in 49 schools, 459 or 1.5% of these students dropped out. Of this group 269 were males and 190 were females. More of the drop-outs occurred in grade 10 with more males dropping out in the 10th grade and more females in grade 11. The average age for male drop-outs was 16.1 and for females 15.8. The average age for all drop-outs was 16. The primary reason given for female drop-outs was marriage, while there appears to be a combination of reasons for male drop-outs, including low scholastic ability, parental attitudes, retardation, and dissatsifaction with school.

Much of the information obtained seems to concur with the literature. More boys drop out than girls, the average age is 16, and more drop-outs begin occurring at the junior high school level, reaching a maximum in grade 10. However, marriage has not been given as a primary reason for girls dropping out as has been indicated in the present study.

This study is limited in that only a small sample of schools was used; however, we do have drop-outs in small schools even though the number may seem small. Perhaps we might become a little more concerned and examine our own feelings about those who drop out or who are potential drop-outs. We might devote more time and study to the reasons students drop out. Reasons differ when we compare what we think is the reason for students dropping out and what they consider the reason to be. If marriage is really a major reason for girls dropping out we might consider giving girls more guidance in this area in regularly planned programs of guidance or in Home Economics classes. The question might be asked - is marriage a reason or a result of girls dropping out? It was interesting to note that an inadequate curriculum was given as a reason for only one drop-out. We might examine our entire curriculum in an attempt to determine what we might be able to offer some of these potential drop-outs in affording them an opportunity to succeed. Consideration should be given to an evaluation of the procedures for promoting and retaining students.